Secondary Education Programs Review

Summary of Policy Recommendations and Identification of Issues According to Briefs from Groups/Organizations

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This paper is a summary of the comments and recommendations for change contained in over 100 briefs submitted to the Secondary Education Programs Review.

The scope of this collection of briefs is wide ranging and represents a diverse body of opinions from organizations throughout the province.

Within this smorgasbord of ideas, comments and recommendations there are conflicting suggestions for change as well as areas of agreement and consensus in new directions for secondary education in Alberta.

The Purpose of Secondary Education

The purpose of secondary education can be simply stated as preparing students by developing their abilities and helping them to be aware of the importance of their active participation in continuing learning experiences. There is an expressed need for broadly knowledgeable people with skill, dexterity and innovative ability being able to meet the challenges of change.

Secondary education is also perceived as being instrumental in fostering the values of doing one's best, being adaptable and resourceful at work and within the family and showing acceptance of individual differences and other cultures.

Basics. There also appears to be considerable support for a redefinition of the basics of education.

In addition to academic subjects there have been recommendations for student involvement with fine arts, vocational skills and work experience and abilities in problem-solving and decision-making.

Generally the briefs support the notion of a broadly based education which develops competent adaptable individuals with a wide range of abilities.

Specialization

It has been recommended that secondary education be directed at the development of each individuals potentials, preparing students for their choice of post-secondary training. The emphasis would be on educating rather than training or merely providing a preparation for university.

As part of this educating process it is expected that students be able to communicate effectively and solve problems. Furthermore students ought to have experience in work/employment situtations to develop an awareness of employer expectations of appropriate work behavior and performance.

Issue. There will have to be clarification of the process by which a student becomes educated so that he or she is equipped to function well at work, technical school, community college or university.

Training versus General Education

In addition to concerns that all students have the necessary competencies to go on to the next stage of their education and work, there were several suggestions in the briefs that provisions be made for a non-academic or vocational level of secondary education.

Overall there were suggestions that there was a need for three levels of program to meet the needs of individual students. The suggestions for streaming students into an Academic, Applied Education or Special Education programs seem to indicate that for some students vocational training and experience is a necessary priority. In this sense secondary education would be expected to provide students with a range of skills and experiences to prepare them for direct entry into the work world.

It was also suggested that all students, regardless of program, be given access to vocational programs and work experience. This was supported by comments about the need for a range of recreational and occupational interests and abilities to further assist students in making career choices and adapting to future changes in their lives.

Issue. It will have to be decided to what degree should secondary education provide direct-entry work skills and experiences.

It will also have to be decided if all students should have exposure to vocational training and work experience.

Within the vocational stream, specialization versus general skill development will be an issue.

Coordinator of Education

The school is recognized as being the primary source of educational experiences for young people. It is also acknowledged that there exists a partnership between the school, the family and the community at large.

The concept of the school as a coordinating agent in educating students has been suggested. Rather than following the concept of being the only source of education community resources should be accessed wherever possible. These resources could be used to compliment school programs or provide alternative educational experiences. Some possibilities are using community resources for work experience, exposure to careers, mentors for gifted students, aides for learning disabled students, instructors for family life education, athletic or aesthetic training and learning about the functioning of businesses and governments.

The community school concept includes adults and the community in secondary education and it has been recommended that this concept be encouraged.

Issue. The implications of defining education as a guided experience in learning and accepting that the school could coordinate learning experiences outside of the physical school will demand further study.

The structures for cooperation in education, by individuals, agencies, businesses and organizations have yet to be developed and the model of the concept remains to be defined.

Social Values

Another purpose of secondary education is that it is perceived as a high quality program which provides experiences which encourage traits such as honesty, cooperation and interest in others which also encourages individuals to be reflective about mankind and societies. It is suggested that education for living ought to have equal importance with education for working. Schools as microcosms of society have the potential to facilitate appropriate and productive interpsonal relations.

Secondary education provides a major vehicle for the exploration of our multicultural heritage, fostering acceptance of other cultures and developing awareness of the interrelatedness of individuals, cultures and nations.

Some briefs made suggestions for educating students about strategies for peace, peaceful resolution of conflict and ways in which individuals and organizations

can work toward nuclear disarmament. It was felt that students should be educated about the alternatives to political confrontation in the face of the nuclear threat.

Issue. The intangibles of education, becoming more civilized and proficient in interpersonal relations, learning to function well in families and groups are valued attributes. Several briefs have recommended the attainment of these qualities as an important purpose of education yet it remains unclear if these should be taught directly or considered fortunate by-products of the secondary education system.

Statement of Purpose

Some briefs made suggestions for a clear description of the desired outcomes of the educational system in terms of values and personal characteristics including a description of what is meant by "being educated".

The request seems to be for a somewhat philosophical statement of purpose that would be relevant to teacher educators, teachers, parents and students. The intent would be to provide a focus for the many participants in the educational process. Some briefs have indicated a need for such a statement of objectives to the point of outlining to students, the expectations in terms of academic involvement, social functioning and overall performance.

It has also been requested that a statement be made concerning the interrelationship of junior high, senior high and post-secondary programs.

Junior High

The junior high program was recommended to be designed as a continuation of the elementary program in that students would be involved with lower order cognitive tasks, being primarily knowledge acquisition on a wide range of subjects. Junior high programs should be considered to be exploratory involving experiential learning and practical applications of concepts and knowledge.

It was also suggested that one of the purposes of the junior high program is to provide a wider range of classes so that students with differing levels of abilities could be accommodated and still maintain an appropriate level of motivation for learning. This has been provided by the pre-vocational program and Industrial Education classes.

Issue. There is a difference of opinion as to whether the junior high program should be general and exploratory for all students or should contain two levels of programming by offering a non-academic stream.

High School

Some briefs expressed the concern that the high school program not be confined to a narrow range of

academic subjects. Additionally a concern was expressed that there is too much in-depth subject specialization which more appropriately belongs at the university level.

It was recommended that for every student, the high school program must consist of a balance of experience in the academics, practical and fine arts, and in the world of work.

The purpose of the high school program being to become broadly educated. It was also noted that the student's active involvement in the learning process provided preparation for life long learning.

Some briefs noted the need for vocational, special education or practical application programs as specialized streams of educational opportunities which equip students for independent living and at the very least keep them out of the workforce until they are adequately trained and mature enough to be employed.

Issue. As in the junior high program the challenge is to develop a program which produces broadly educated, competent, literate students who are able to progress into work or post-secondary training. The degree of academic specialization or vocational training versus a general wide ranging education is an issue.

Academic-Occupational Schools

The purpose of Academic-Occupational schools is to provide Special Education students with specific education and training experiences.

The emphasis is on competency in life skills and work skills which enable students to find and maintain employment. The focus of this program is to provide training so that these students can be independent and productive members of the workforce.

Attitudes, Knowledge and Skills

There appears to be alot of support for enlarging the concept of the basics of education in order to develop students who have a wide range of abilities and experiences.

Some of the skills most often suggested for students are, in addition to writing, reading, spelling and performing arithmetic correctly, students need to be able to communicate clearly and effectively in oral and written form, to have the ability to analyze a situation and reach a solution, to receive data critically and manipulate flows of information beginning by developing good study skills.

A number of briefs suggest the addition of fine arts, health and physical education to the core subjects.

There also appears to be a high value on students developing the critical thinking abilities of the application of knowledge through analysis, synthesis and evaluation of information.

It is also suggested that programs reflect the recognition of the importance of helping students move toward independent thinking and productive functioning appropriate to adult society.

In terms of their preparation for employment, students should know what is expected of them as appropriate employee behavior.

There are some general groupings of attitudes, knowledge and skills which are deemed desirable for students in secondary schools. While these are listed primarily as outcome statements they do indicate the range of expectations for performance by students, teachers and of the education system throughout the secondary years.

Qualities

The following is a list of attitudes, knowledge and skills secondary students should have:

General;

- an appropriate level of scientific and mathematical knowledge and skills;
- a sense of historical perspectives as it relates to all subject areas;
- effective reading, writing and communication skills;
- understanding of new technologies, computers and economics.

Learning:

- an ability to be an independent and self-directed learner;
- students need to learn that it is important to be aware of the interrelationship between subjects and their applicability to one's life'
- the ability to adapt techniques, to solve problems and to make decisions, to use the process defined by "awareness to action";
- the ability to research and reason logically;
- the ability to apply critical thinking skills;
- the acquisition of study skills.

Self:

- knowledge of skillful group and family relations;
- an appreciation of and the skills to foster physical well-being;
- the ability to apply skills and knowledge to daily living.

Society:

- social awareness and understanding selves in relation to others, rights and responsibilities;
- having a value for cooperation;
- a respect for life and the value of peace;
- understanding and appreciating the interrelatedness of people and cultures;
- having an awareness of the processes of non-violent resolution of conflict;

- understanding one's ability to influence the larger community, government, unions, associations, social action;
- cultivating a knowledge of government structures at all levels and understanding how decisions are made;
- understanding how to take part in social decisions as an effective democratic citizen;
- conducting critical analysis and taking part in debates;
- understanding the cooperative and competitive natures of the world and the need for balance;
- having the ability to assess, evaluate and adapt to constant change;
- having the ability to assess, evaluate and adapt to constant change;
- having an awareness of the implications of technology on life in the 80's and 90's;
- an appreciation of the rights of persons within society and of their obligations to society.

Aesthetics:

- exposure and experience in at least one area of Fine Arts;

Career:

- a knowledge of the functioning of business, trade, manufacturing, marketing and economic systems;
- an ability to search for jobs and be involved in short and long term career planning.

It has been suggested that the programs be designed to assist students in becoming self-directed individuals with a positive self-concept and a desire for continued learning.

Curriculum:

French: The degree to which French language instruction be a part of the secondary program varied from brief to brief. While some special interest groups suggested that core French be offered from Kindergarten to Grade Twelve with instruction offered on a daily basis throughout the year, other groups suggested that English and French be the languages of instruction in all grades.

Another suggestion was that non-academic students also take some level of French classes. It was also suggested that the three year French program be dropped in favor of a six or nine year program.

French is also suggested as a requirement for the Advanced High School Diploma.

Issue. There seems to be support for more student involvement in French and yet there is little consensus as to how much is warranted. While there was general recognition of French as one of two official langauges the degree to which the secondary program is bilingual has yet to be determined.

Social Studies: While one brief suggested that Social Studies be reduced to an option and replaced with

geography and history. Other briefs commented on the need for an increased emphasis on Canadian history, world history and historical development and an understanding of the lessons of history as applied to the present.

Some briefs suggested that the current Social Studies program may be too value oriented and that there should be less emphasis on government, economics and societal problems at the junior high level.

Fine Arts: There have been several recommendations that Fine Arts (drama, art, music) have a higher profile in secondary education. Suggestions range from the establishment of a core Fine Arts program to extensive options involving every student in some aspect of Fine Arts. In advocating an enlarged concept of basics it is suggested that experience in the aesthetics helps to produce a more broadly educated person.

Issue. To what degree should Fine Arts programs be required subjects?

Health and Physical Education: A mandatory health program for all grades was recommended. It was also recommended that students have some sort of physical education activities daily throughout the year with a degree of choice and individualization of activities balanced among instrucitonal, intramural and interscholastic activities.

Participation by all students was recommended.

Issue. To what degree should Health Education and Physical Education be a part of the secondary program?

Science: It was suggested that the science program develop skills and problem-solving ability relevant to contemporary technology. Another goal of the science program would be that students would be able to relate science to society in a meaningful way.

General Suggestions:

The following are suggestions for additions to the curriculum:

- alcohol and drug education as an option.
- sex education as an option at parent's discretion.
- some curriculum dealing with the Imperial system of measurement along with Metric, providing an awareness of the two systems and allowing students and parents to communicate with each other about measurement.
- awareness of government functioning.
- personal finance management, trade and enterprise, knowledge in the functioning of the stock market.
- comparative religion courses.
- vocational agriculture training as an option.
- agricultural ecology with attention to the physical, social and economic dimensions.
- family life education be incorporated into the curriculum.
- keyboarding/typing.

- co-curricular activities should be outlined in the Program of Studies and defined as an integral part of the educational process.
- curricula should be developed which educates students about the problem of domestic violence.
- the public system should be designed to provide basic education while specialized schooling should be delivered by private schools and other agencies.
- computer literacy, use of technologies and some programming knowledge is desirable.
- industrial education.
- environmental studies dealing with concept relationships to the physical environment.
- the teaching of Creationism theory along with evolutionary theory.

Ways in Which Students Learn Best

Grade Split

Some briefs made the assumption that the junior high concept was going to remain while several briefs suggested that Grades 7 and 8 be organized like the elementary system and that Grade 9 be more like the high school program. This was recommended to provide for individualized programs, to meet the cognitive development levels of younger adolescents and to ameliorate some of the behavior problems of some junior high students. There was also a

proposal that grades be eliminated with the expectation that students take a minimum of six years to complete the secondary program.

Issue. Should the junior high concept remain, maintain the same physical buildings but be organized differently or should the grade structure be 1-8 and 9-12?

Instructional Organization

Some briefs made the suggestion that learning experiences at the junior high level be exploratory, related to concrete examples and involve the acquisition of knowledge.

The senior high program was suggested to have comparatively more abstraction and more abstract concepts with students using higher order cognitive skills and more cross-disciplinary study.

Issue. Should the organization of learning experiences differ according to style and focus of education, at the junior high/senior high levels?

Individualization

It was recommended that there be smaller schools with smaller classes so that teachers are more able to individualize programs. It was also recommended that students not stay with their same classroom unit but tailor their program to meet ability and learning style.

The curriculum should be modified so that students can progress as quickly as they can and as slowly as they must.

Issue. What should the educational system provide for those students who work below or above the norm in terms of rate of learning?

Issue. Is it feasible to organize the curriculum into specific learning sequences and to what degree can teachers take on the role of coordinators of individual programs with each student working at their own rate?

Care and Options

Instead of the core and options program, a suggested alternative is to identify, specify and define the necessary "critical learnings" and then teach and assess students using the model of outcomes-based instruction and competency-based programs instead of minimum competency programming.

Other suggestions were for a core/options balance of 70/30.

Issue. Should the core/options design be maintained and if so what should be the balance between these elements?

Core Subjects

There appears to be support for an enlarged core with all students taking the same core subjects in both

junior and senior high school. The core subjects would be Language Arts, Mathematics, Health Education, Physical Education, Science (Chemistry, Biology, Physics), Social Studies, Fine Arts, Vocational Education and a second language.

Living Skills was suggested as an additional core subject comprising law of contracts, money management, income tax and, interpersonal and family relations.

The science options of astronomy, geology, biology and agriculture as well as the language options of creative writing, public speaking and debating should all be integrated back into the core.

Issue. What subjects should comprise the core of the junior and senior high programs?

Levels of Instruction

With more core subjects there is a need for two levels of difficulty with students groups according to their level of ability, if not in all subjects then in those subjects which presently comprise the academic core. The difference in the levels would be the degree of complexity, abstraction or subject depth. An example would be instead of taking Chemistry, Biology or physics a student would take Science 12, 22, 32 which would have an interdisciplinary focus and deal with applications of science in real life situations. Math 12, 22, 32 would be

applied math rather than more abstract concepts in mathematics. There was however, the comment that there be no second level for Social Studies.

The practical focus on relevant real life issues is suggested for non-academically oriented students and those junior high students who have not yet reached the necessary levels of cognitive development and emotional maturity.

While those leads accommodate the needs of non-academic students there was also the suggestion that there be no segregation of students into programs labelled "academic" or "vocational".

Issue. Should all students take the same subjects as their basic education with the provision of levels of instruciton to meet individual needs?

Options

There were several suggestions that the "B" options be eliminated or restricted to one per year.

It was also suggested that all options have provincially approved curriculum guides and resource lists whether the options are developed by the Department of Education or by the staffs of individual schools.

Issue. Should the "B" options be dropped?

Issue. Should all options be approved by the Department of Education?

Carnegie Unit

Almost every comment about the Carnegie Unit, as a time-based unit of measurement, is that its feasibility ought to be reviewed or that it ought to be discarded as a foundation of the education system.

The basis of this criticism appears to be in the belief that time spent in the study of a subject does not equate with competence or mastery.

One of the suggested alternatives is to move to a competency-based philosophy of education and evaluation. The new system would differ in three fundamental ways:

1) There would be a single core curriculum for all students,
2) The curriculum would be articulated from Kindergarten to Grade 12 and would permit student progress on a continuous basis with student evaluation based on demonstrated knowledge and skills,
3) Practical arts programs would provide students with opportunities to apply acquired knowledge.

Issue. Should the Carnegie Unit of time/study be eliminated?

Challenge Tests

It has been suggested that developing a modular curriculum and introducing challenge tests in Grades 9-12 would provide the means for another method of

individualizing programs. Challenge tests are suggested to permit progress on a continual basis. The positive effects are the encouragement to master course content as well as increased motivation to learn.

Challenge tests would measure the student's mastery of theoretical course content, and evaluate cognitive and practical skills.

A student passing a challenge test at a specified level (60-80%) would then be eligible for credits for that subject and then move on to the next level.

Issue. What are the implications of challenge tests?

Performance

It has been suggested that students need more academic coaching and drill, with clearly stated and demonstrated expectations in order to develop their intellectual skills. It has also been suggested that there be greater emphasis on proper grammar and correct spelling in day to day assignments with more emphasis on reading and essay writing.

The five strands of language arts (reading, writing, speaking, listening and viewing) should be integrated into all courses. The receptive language processes and expressive language processes are developed through use.

The only brief to comment on spare periods suggested that they be totally eliminated or replaced with supervised study halls with mandatory attendance.

Evaluation

There are recommendations for new methods of assessment which are more global, assessing student's competence and mastery of subject material.

It has been recommended that multiple-choice exams be limited or eliminated as they don't demand any demonstration of communication or literacy skills.

There are also requests for more clearly enunciated procedures of evaluation and defined standards of evaluation.

Another brief suggested that the excellance of doing one's best should be promoted and evaluation should take into consideration that an appropriate level of competence is the one which represents a degree of mastery related to the ability of the student.

Departmental Exams

There are conflicting suggestions for Departmental Exams. Some briefs made the comment about detrimental effects of departmental exams. Some educators believe that high school students are narrowing their field of study and limiting their educational experiences in anticipation of the exams in the academic subjects.

Other briefs comment favorably about provincially set standardized evaluations which provide some uniformity of evaluation and challenge students. One suggestion was that specific requirements for Grade Nine graduation be set provincially which contrasts with the recommendation that Grade Nine exams be set locally.

Some briefs suggested Departmentals at the beginning to Grade Seven to identify remedial needs and Grade Nine departmental as a high school entrance exam.

Another recommendation was for Department exams in French for French Immersion students, these exams being not merely translated from the English version but developed from the immersion course material.

Issue. Departmental exams seem to represent a relatively narrow evaluation of the student and some people suggest evaluation which measures several facets of a student's learning.

Issue. Is the anxiety about Departmental exams having a detrimental effect on student's programs?

Issue. To what extent should evaluation be by a provincial standardized test as opposed to local evaluation.

Pass Marks

Suggestions were made 50 percent be the pass mark for credit in all courses.

For Academic-Occupational schools it was recommended that competency-based checklists be adopted as the means of evaluating students in all vocational programs.

Diploma

The criteria for a high school diploma is suggested to be successful completion of the core subjects.

Another suggestion was for the use of descriptive diplomas on which the programs and courses are listed along with a description of student competencies.

There were also suggestions for a three level diploma representative of three levels of secondary education.

1) Post-secondary entrance,
2) Certification of having completed a recognized high school program,
3) Graduation from an occupational or Special Education program.

While there appears to be support for a diploma for the first two levels, one brief commented that there should not be a diploma allowed for Academic-Occupational programs as it was felt that they did not offer the depth of academic education to be sufficiently compared to the mainstream in high school diploma programs.

Another suggestion was that there be no categorization of diplomas such as Advanced or General, but have a diploma which indicates the major and minor areas of study (academic, business education, fine arts, practical arts).

Another suggestion was that French Immersion students be identified on their diploma as being functionally bilingual.

It was suggested that the basic core and diploma requirements be standardized and provincially uniform.

It was also recommended that the diploma be accompanied by a proficiency certificate indicating the educational background of the student, explaining the variation and individualization of the program.

There wre various suggestions to increase diploma requirements from 100 to 110, 115 or 120 depending on which core courses were considered. The increased credits would allow for the inclusion of French for the Advanced diploma, Fine Arts, Business Education, Practical Arts and Life Skills.

Issue. What subjects should be required for a High School Diploma?

Issue. Should a diploma be issued for Academic-Occupational students?

Issue. Should diploma requirements be standardized and provincially uniform?

Issue. Should credit requirements for a diploma increase?

Attendance

The suggestions are that school attendance be mandatory to the age of sixteen.

School Day/Year

The recommendations are that the school day/year remain the same length but that the structure of the school day be modified to accommodate co-curricular activities which usually demand extra time from teachers and students.

Junior High Problems

There appears to exist a significant variation in the physical, social, emotional and intellectual maturity of students in junior high. Girls may range from one to one and a half years ahead of boys in maturation. The briefs indicate a need for flexible programming to meet these varying abilities and rates of growth. One recommendation is that individualization should be in the course depth while maintaining the expected range of courses.

The varied rate of maturation seems to mitigate against a strictly articulated grade program. One suggestion is that a single hurdle like a Grade Nine Departmental exam would allow program flexibility in junior high and still regulate high school entrance.

Other methods of individualization would appear to meet the needs of these varying abilities.

There also appears to be a serious lack of motivation for academic success in many junior high students, especially pre-vocational students. Making subjects more relevant, concrete, less abstract, and more practical in application may aid motivation.

There remains a need for recognition of individual achievement and a sense of success is considered to be very important for junior high students. To meet these needs it is recommended that junior high courses be less compartmentalized and more multidisciplinary with more flexible programming allowing a variety of learning experiences coordinated by the school.

Issue. How should the junior high program be adapted to deal with varying degrees of cognitive development and emotional maturity?

Gifted Students

Gifted students should have challenge programs from Kindergarten to Grade Twelve with students able to proceed at their own pace. There should be active encouragement for gifted high school students to take university courses either part-time or by correspondence. The use of volunteers for mentors and the need for specialized teacher training as well as the provision of special counselling for the gifted student were all suggested.

It was also suggested that the time credit for any subject may be waived at the Principal's discretion for special circumstances as with a gifted student.

Learning Disabled Students

It was also suggested that there be increased attention and resources for learning disabled students.

Another suggestion was that teachers consider using a "buddy" system in pairing a slow student with an achieving student as a helper.

Work Experience

Work experience is seen as a valuable program which ought to be enlarged in scope. It is useful in developing appropriate work skills, providing training for A-O and vocational students, developing job contacts for employment and providing motivating learning experiences.

Learning/Teaching Styles

Some briefs suggested that there needs to be a wider range of types of instruction. Consideration needs to be paid to individual differences in student receptivity to right brain/left brain types of information. If students learn in different ways by attending to different cues then the media of instruction needs to be varied within each lesson.

In addition to these individual differences there are three types or methods of learning that are commonly available to each student. Each type provides an increase in comprehensive knowledge. These types are:

1) the acquisition of knowledge,
2) the development of intellectual skills and,
3) the enlarged understanding of ideas and values (insight and aesthetic appreciation).

The primary recommendation is that teaching styles and methods be broadened to deliberately include these types of learning/teaching strategies.

Issue. What are the requirements and implications of modifying the models of instruction so that students maximize their learning opportunities?

Issue. What are the characteristics and qualities of quality instruction?

Student Support

There is an identified need for programs and counselling personnel to deal with students who are behavior/discipline problems in the classroom.

Computers

A number of briefs support the use of computers as tools within the classroom, for word processing, data storage, computer assisted instruction. A minimal role

was suggested for learning about computers rather than learning with computers.

Early School Leaving

There are suggestions for flexible programming and support staff to deal with the identification and assistance of potential early school leavers. This appears to be a consistent problem which demands more attention.

General Suggestions

Work experience opportunities should be supported and developed as a beneficial program for all students.

The community school concept should be endorsed and encouraged with extended school hours, credit and non-credit courses available and a mixture of age groups in classes.

Generally there needs to be consideration of differing developmental needs of adolescents by varying instructional objectives, the amount of material, level and complexity of material.

There are also several suggestions in favor of a philosophy of education which addresses individual needs and abilities in assisting students to learn.

Responsibilities, Rights and Roles

Several briefs supported parental involvement in the school programs. Parents should be active on

community liaison committees, parental advisory groups and in programs dealing with moral and sex education.

Parents, schools and churches share the responsibility for moral education.

The role of the school in fostering responsibility remains unclear. Personal development occurs at school because of individual challenges as well as a result of the variety of social interactions which take place. The school years are also a time of personal development within the family and community.

In rural areas there was the suggestion that, due to time spent travelling to and from school, extra-curricular activities be minimized so as not to interfere with activities around the home and family.

Throughout the briefs the idea of the school being one of the sources of educational opportunities in partnership with the community and family, was supported.

Teacher Education

In consideration of the primary role of the teacher in educating the student a number of briefs made suggestions relating to teacher education.

It has been suggested that the Department of Education maintain its liaison with the universities to provide feedback about teacher training needs.

There appears to be a need for more training in the area of how to specifically teach and relate to the adolescent. It was suggested that the Department of Education provide funding and programs for teacher in-service.

There is dissatisfaction in working with difficult discipline problem students who disrupt classes and there is a need for personnel and programs to train teachers to deal with these problems.

It is recommended that a separate and specialized teaching group be created for teaching junior high students. Only those teachers who sincerely want to work with this grade/age group should be selected as junior high teachers.

Junior high teachers also need to be skilled in the methodology of teaching with courses in communication, humor, curriculum development, developmental reading, leadership techniques, sociology of groups and organizations, current social problems and also practice in positive discipline methods.

It was suggested that the standards for admission to the faculties of education be high, candidates be screened for suitability and the program be extended for five years.

Participation in in-service programs and the other forms of upgrading is considered the responsibility of the teacher.

The suggestion was made that teacher certificates be renewable every five years, based on satisfactory performance and participation in a specified amount of in-service work.

Mandatory upgrading was suggested for Special Education teachers and Industrial Education teachers.

It was also suggested that local advisory committees be established for Academic-Occupational and other schools. These parent advisory committees could provide feedback to the school concerning perceived needs for program modification. They could also serve as a primary communication link from the school to the community.

It is apparent that structures need to be developed between the school and the community to continue the process of interchange between these educational elements.

POOR
QUALITY
ORIGINAL